



Letter to the Reader

São Carlos, November, 2012.

Dear readers,

Here is the second issue of 2012 of REVEDUC – The Online Magazine of Education – a publication of the Post-Graduation in Education Program (*Programa de Pós-Graduação em Educação - PPGE*) of the Federal University of São Carlos (*Universidade Federal de São Carlos - UFSCar*), Brazil. It is comprised of nineteen national and two international articles that report researches, present theoretical reviews and address relevant topics within the broad field of Education (teacher training, professional knowledge of teachers, mathematics education, environmental education, curriculum, reading and writing, ethnicity, femininity, violence in schools, educational policy and educational assessment). Five essays were selected for this issue, two of which focus on the political aspects of Brazilian Education, while three of them discuss topics related to teaching methods. The experience report of this issue presents a didactic material about children's literature in Brazilian Sign Language (*Lingua Brasileira de Sinais - LIBRAS*).

In this issue, we published two articles by foreign authors that deal with challenging and emerging topics in the field of Education. In the first one, *As crianças pequenas sob uma boa guarda (Small children in safe custody)*, the French researcher Eric Plaisance discusses professional and time limitations of parents, institutional and social possibilities in the custody and care of young children and makes an analysis on how to discuss age groups in young children education. We also present an unpublished article by American professor and researcher Joyce E. King *Educação, comunidade e relações étnico-raciais: experiências nos Estados Unidos e em Mali (Education, community and racial-ethnic relations: experiences in the United States and Mali)* that discusses the ethno-racial relations in educational communities and presents the experiences of this policy in the United States and Mali. Both articles are published in the original language and in Portuguese.

The following articles by national researchers are part of this issue:

Formação para o exercício da docência: história de professores de classes multisseriadas – Novo Hamburgo/RS (1940-2009) (Training for the exercise of teaching: history of multigrade classes teachers - Novo Hamburgo/RS (1940-2009)) by José Edimar Souza highlights the history of rural education and the dimension of the memories of teachers, as well as its relation to teacher representation as a cultural practice.

In *A formação do professor-pesquisador de História (Training of the History teacher-researcher)*, Crislane Barbosa Azevedo presents the research with teachers in training and indicates that when future teachers experience the place of participants of a knowledge that builds and rebuilds itself, they understand better the complexity of their working field.

Gestão pedagógica em comunidades virtuais orientadas para a aprendizagem: a importância da formação do professor mediador (Educational management in learning oriented virtual communities: the importance of moderator-teacher training), written by Marcelo Pupim Gozzi, brings reflections on virtual communities in online courses and indicates the necessary skills for those engaged in this type of training.



The article *Pressupostos teórico-metodológicos para formação docente na perspectiva da teoria histórico-cultural (Theoretical and methodological assumptions in teacher training from the perspective of the historical and cultural theory)* reports the results of a research carried out by Silvia Pereira Gonzaga de Moraes, Luciana Figueiredo Lacanallo Arrais, Thaís de Sá Gomes, Eliana Cláudia Graciliano and Juliana Vignoto. It focuses on theoretical and methodological assumptions that subsidize a training process in a Mathematics Pedagogical Workshop.

The authors Neura Maria de Rossi Giusti and Jutta Cornelia Reuwsaat Justo present, in *Formação Continuada de Professores: uma experiência sobre o conteúdo tratamento da informação nos anos iniciais (Continuing Education for teachers: an experiment on treatment of information content in the primary school)*, the contribution of Pro-Literacy in Mathematics. From the same perspective, the article *O conhecimento profissional docente e sua relação com a ideia de proporcionalidade (Professional teaching knowledge and its relationship with the idea of proportionality)*, by Angélica da Fontoura Garcia Silva and Edvonete Souza de Alencar, examines the professional knowledge of teachers who teach Mathematics in the Early Years.

Four other articles refer to the area of Mathematics Education: in the article *A Geometria se constituindo pré-reflexivamente: propostas (Geometry constituting itself in a pre-reflexive way: proposals)*, researcher Adlai Ralph Detoni presents, through a philosophical exposition, supported by a phenomenological conception of space, proposals for didactic activities related to school geometry; in the article *Comunicação e saberes docentes: uma breve reflexão a respeito das disciplinas de teoria e prática pedagógica ofertadas no curso de Licenciatura em Matemática da Universidade Estadual de Maringá (Teaching communication and knowledge: a brief reflection on the pedagogical theory and practice subjects of the teacher training in Mathematics course offered in the State University of Maringá)* the authors Sandra Regina D'Antonio and Regina Maria Pavanello discuss a Teacher Training in Mathematics course; In the article *Modelagem Matemática nos anos iniciais do ensino fundamental: uma investigação imperativa (Mathematical modeling in the Early Elementary school: a required investigation)*, Vantielen da Silva Silva and Tiago Emanuel Klüber observe that, although researches in this area indicate significant contributions to the process of teaching and learning Mathematics in the Early Years, Masters and Doctorate researches have focused on the final years of the Elementary and High School; in the article *O estudo da média, da mediana e da moda através de um jogo e da resolução de problemas (The study of the mean, median and mode by means of a game and problem solving)*, José Marcos Lopes, Renato Sagiorato Correa and Jéssica Scavazini Resende discuss the potential of games associated with problem solving in school practices.

The article *Oficina de interpretação ambiental com alunos do Ensino Fundamental na "Trilha do Jatobá" em Ilha Solteira, SP (Environmental Interpretation Workshop with Elementary School students in the "Jatobá Trail", Ilha Solteira, SP)*, by Cinthia Montibeller Santos, Eloisa Assunção de Melo Lopes, Milton Passipieri and Carolina Buso Dornfeld, presents the contributions of a practice developed in a natural environment with Elementary School students for Science Education.

The curricular theme appears in the text *Currículo: o jeito freireano de fazer (Curriculum: the freirean way of doing)* by Patrícia Lima Dubeux Abensur, who highlights some categories that comprise the freirean educational paradigm regarding the organization of the curriculum and presents a characterization of this paradigm in curricular reorganization during the management of Paulo Freire as Secretary of Education of São Paulo City.



The article by Alessandro Barreta Garcia *Pragmatismo em Aristóteles: aproximações com competências do ensino atual (Pragmatism in Aristotle: approaches to current teaching skills)* analyzes the foundations of Aristotle's educational theory and makes a historiographical analysis of *Nicomachean Ethics*, suggesting that Aristotle's pragmatism can relate to the skills experienced by individuals in current education.

In *Síndrome de Down: análise dos artigos sobre leitura escrita e alfabetização de 2001 a 2011 (Down Syndrome: analysis of articles about reading, writing and literacy (2001 - 2011))* the authors Bruna Cristina Comin and Maria da Piedade Resende da Costa do a sort of state of the art and one of the conclusions is that the research in this field is concentrated in the area of biological sciences.

The themes ethnicity and femininity are the main topics of two articles. Mozart Linhares da Silva, in the article *Educação e etnicidade na região de Santa Cruz do Sul - RS (Education and ethnicity in the region of Santa Cruz do Sul - RS)* examined the relationship between education, ethnicity and social mobility in an area of German colonization in the state of Rio Grande do Sul - Brazil, Ana Paula Rufino dos Santos and Rosângela Tenório de Carvalho, in the article *Entre o público e o privado: discursos sobre a feminilidade nos enunciados do currículo cultural da telenovela (Between public and private: discourses about femininity in the statements of the cultural curriculum of the soap opera)*, analyzed the enunciative function of the femininity discourse.

Ana Carina Stelko-Pereira, Paloma Pegolo de Albuquerque and Lucia Cavalcanti de Albuquerque Williams are the authors of *Percepção de alunos sobre a atuação de funcionários escolares em situações de violência (Perception of students about responses of school staff in situations of school violence)*. The study involved 669 students from 5th to 8th grades of Elementary School.

Two articles deal with issues related to educational policy. The article *FUNDEB: avanços e limites no financiamento da Educação Básica no Brasil (FUNDEB: progress and limits on Basic Education funding in Brazil)*, by Danielle Cristina de Brito Mendes, analyzes the process of formulation and implementation of this fund in order to evaluate the progress and limits of this funding policy. The article by Fábio Luciano Oliveira Costa, *O estado neoliberal e a promulgação da educação enquanto mercadoria (The neoliberal State and the promulgation of education as a commodity)*, discusses Education and its relationship to the neoliberal State.

The first two essays of this issue focus on the political aspects of Brazilian education. In *Desafios para a formação de professores nas universidades públicas (Challenges for the training of teachers in public universities)*, Ricardo Viana Velloso addresses the challenges posed by the expansion of the public university. In the essay *Avaliações educacionais e seus resultados: revelando ou omitindo a realidade brasileira sobre o fracasso escolar (Educational assessments and their results: revealing or omitting the Brazilian reality on the school failure)*, Mara Sílvia Pasian, Aline Aparecida Veltrone and Nadja Carolina de Sousa Pinheiro Caetano discuss issues related to democratization of education in Brazil from the influence of international organizations in public policy.

Three essays focus on teaching methods. Eliane de Fátima Vieira Tinoco presents the concept, the elements that comprise a portfolio and how to evaluate it in *Portfólios: mais um modismo na Educação? (Portfolio: another fad in education?)*. In the essay *A literatura como brinquedo e a formação da criança leitora (Ludic literature and the formation of the child reader)*, the author Catarina Xavier Gonçalves Martins discusses the importance of child readers nowadays. Luciana Vasconcelos dos Santos Dantas Hodge and Alena Pimentel Mello Cabral Nobre are the authors of the essay *O uso*



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de estratégias metacognitivas como suporte a compreensão textual (The use of metacognitive strategies supporting reading comprehension), focusing mainly on monitoring strategies, auto-explanations and justifications.

The experience report of this issue, *Material didático para alunos surdos: a literatura infantil em LIBRAS (Didactic material for deaf students: children's literature in LIBRAS)*, by Sabrina Pereira Soares Basso and Vera Lúcia Messias Fialho Capellini, reports how the book "O Penuginha" by Luiz Vitor Martinello, became available in Brazilian Sign Language.

Continuing our consolidation movement, from the second semester of 2012 on, the Editorial Committee of REVEDUC was expanded and we now have the participation of researchers from all research areas of PPGE.

In this issue, we also present the NOMINATA section, where all professors-researchers who collaborated with REVEDUC from December/2011 to Novembro/2012 are mentioned. We thank you all for the valuable contributions.

The Editors

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